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ABSTRACT

This self-study serves as a guide for churches and early childhood education programs, focusing on the relationship between a congregation and its early childhood program. A revision of an earlier self-study which was developed by a Seattle-based team of church-related early childhood professionals, the study complements the accreditation program of the National Association for the Education of Young Children (NAEYC). The model self-study requires about 10 hours per month, for 4 to 6 months for the program director, and 5 hours per month for congregational leaders. Following an introduction, the sections of the guide are: (1) "Self-Study Process," including a flow-chart; (2) "Recognition Process," including document review, commission review, recognition fee structure, and Mentor Assistance Program; (3) "Commitment," (4) "Instructions for Pre-Test," covering purpose, procedure, and ratings; (5) "Pre-Test/Goals and Criteria," focusing on ministry/mission, governance, administration, and finance; (6) "Tasks and Time Line Work Sheet"; (7) "Post-Test"; and (8) "Resources," listing resources for early childhood programs in the self-study process. An appendix contains a glossary, an annual review report, and guidelines for writing a mission statement for a childcare program. (BGC)

ED 394 741

Revised Edition

Congregations and Child Care

A Self-Study

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A Self-Study

Revised Edition—1992

Congregations and Child Care

A Self-Study

A guide for churches, synagogues, and other houses of worship
and their early childhood programs

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Foreword

Seven years ago on November 11, 1984, an enthusiastic group of early childhood professionals gathered in Los Angeles for the First Annual Conference of the Ecumenical Child Care Network (ECCN). That network was born as a program of the National Council of Churches' (NCC) Child Advocacy Office (now the Child and Family Justice Office). ECCN is a national, interfaith, membership organization that promotes high quality, equitable child care by offering resources and assistance to all early childhood programs housed in or related to churches, synagogues, and other houses of worship. These early childhood program administrators, teachers, parents, researchers, teacher trainers/consultants, and religious leaders focused much of their efforts toward ensuring that high quality. The original *Congregations and Child Care* was developed by a Seattle-based, seven-member team of church-related, early childhood professionals in cooperation with staff from NAEYC's National Academy of Early Childhood Programs and NCC's Ecumenical Child Care Network. Several years and much love have been given to the development of the revised self-study by the current five development-team members as well as by many other professionals serving children and their families within the religious community.

Congregations and Child Care is a self-study that complements the accreditation program offered by the National Association for the Education of Young Children (NAEYC). While the accreditation program of NAEYC's Academy focuses on the quality of a program offered to children, *Congregations and Child Care* focuses on the relationship between a congregation and its early childhood program.

The National Council of Churches' Ecumenical Child Care Network awards formal recognition to programs that successfully complete the self-study process and that are accredited by NAEYC's Academy. This dual requirement for ECCN recognition rests on the belief that an early childhood program that participates in both studies demonstrates its intention and ability to offer the highest quality care to children. Similarly, a congregation that participates in the self-study witnesses to the community its intention and ability to clarify its own sense of ministry that should be consistent with its larger conception of mission; be constant in its nurture of any ministry it accepts; and pledge to families that the quality of the program will be of concern to the congregation and governing body.

The NCC's Ecumenical Child Care Network offers *Congregations and Child Care,* in cooperation with NAEYC's National Academy of Early Childhood Programs, in the faith that the efforts of these two

important national organizations to improve child care for our nation's children will be made stronger by this partnership. Religious institutions are the largest providers of center-based child care in our country. Therefore, we believe the faith community must address child care as an urgent pastoral and prophetic concern. We encourage all churches, synagogues, and other houses of worship that sponsor or provide space to early childhood programs to undertake this self-study and also to support their program's accreditation by the National Academy of Early Childhood Programs.

Introduction

Purpose

To promote high quality, equitable child care by improving communication and relations between congregations and early childhood programs.

To award recognition to early childhood programs housed in and/or related to churches, synagogues, and other houses of worship that meet the standards of *Congregations and Child Care* and have received accreditation from NAEYC's National Academy of Early Childhood Programs.

Goal

The goal of *Congregations and Child Care* is to validate the ministry of child care by engaging congregations and child care professionals in a process of self-study that helps them be intentional about

1. the congregation's mission in hosting an early childhood program
2. the child care program's mission to children and families
3. the respective roles of the congregation and child care program in the governance and finance of the program
4. the responsibilities of the leaders of the congregation and child care program in promoting communication and understanding among themselves, thus assuring mutual support for the work of both groups

Benefits

Participation in the self-study process of *Congregations and Child Care* benefits children, parents, early childhood programs, congregations, and the wider community.

Children and their families receive

- quality early childhood experiences
- a sense of confidence in the mutual commitment of the congregation and child care program to quality child care

The early childhood program receives

- recognition for its cooperation with the congregation to ensure quality child care
- clarity and stability in its relationship with the congregation
- assurance that the congregation supports its work of providing quality child care

The congregation receives

- recognition for its commitment to support quality child care
- validation of its ministry of child care
- written documentation about its relationship with the early childhood program
- accountability of both parties in the relationship

The wider community receives

- recognition of high quality early childhood programs in churches, synagogues, and other houses of worship
- a network of congregations and child care programs committed to providing quality early childhood programs
- children nurtured to participate in a diverse society

Eligibility

To **participate** in *Congregations and Child Care*, an early childhood program and its host congregation must

1. agree to cooperate actively in the self-study
2. sign the Commitment (see page 9) and send it to the national office of the Ecumenical Child Care Network (ECCN)

To be **recognized** by the Ecumenical Child Care Network, an early childhood program must

1. demonstrate substantial compliance with the goals and criteria of *Congregations and Child Care*
2. be accredited by NAEYC's National Academy of Early Childhood Programs

The self-study materials may be used by a non-accredited program, but are complementary to, and not a substitute for, the accreditation process. A non-accredited program may submit its portfolio for a documentation review, but must become accredited before going through the commission review process.

Time commitment

Congregations and Child Care requires about 10 hours per month, for 4 to 6 months, for the program director; and 5 hours per month for congregational leaders.

Self-Study Process

Step 1. Representatives of an early childhood program and its host congregation meet and agree to participate in the self-study by signing the Commitment (page 9) and sending it to the national office of the Ecumenical Child Care Network (ECCN).

Step 2. Congregational and child care leaders select a self-study team composed of, but not limited to, the early childhood program director, the pastor or congregational staff representative, early childhood board representative, and appropriate congregational leaders. Other team members might include parents; congregational lay leaders; and individuals with legal, financial, social work, and community organizing skills. The self-study team may involve additional persons in various phases of the self-study process.

Step 3. (optional) The self-study team may choose to enlist the services of a mentor to guide them through the self-study. (See description and Request for Mentor Assistance form on pages 6 to 8.) After a mentor has been assigned, an orientation meeting is held with the mentor (if travel distance permits).

Step 4. The self-study team uses the self-study materials to assess the current relationship between the congregation and child care program. They study the goals and complete the Pre-Test (pages 11 to 19) to learn which criteria they fully meet, partially meet, or do not meet.

Step 5. Using the outcomes of the Pre-Test, the self-study team develops a plan of action addressing the criteria for each goal. The plan is developed by using the Tasks and Time Line Work Sheet (pages 20 to 21).

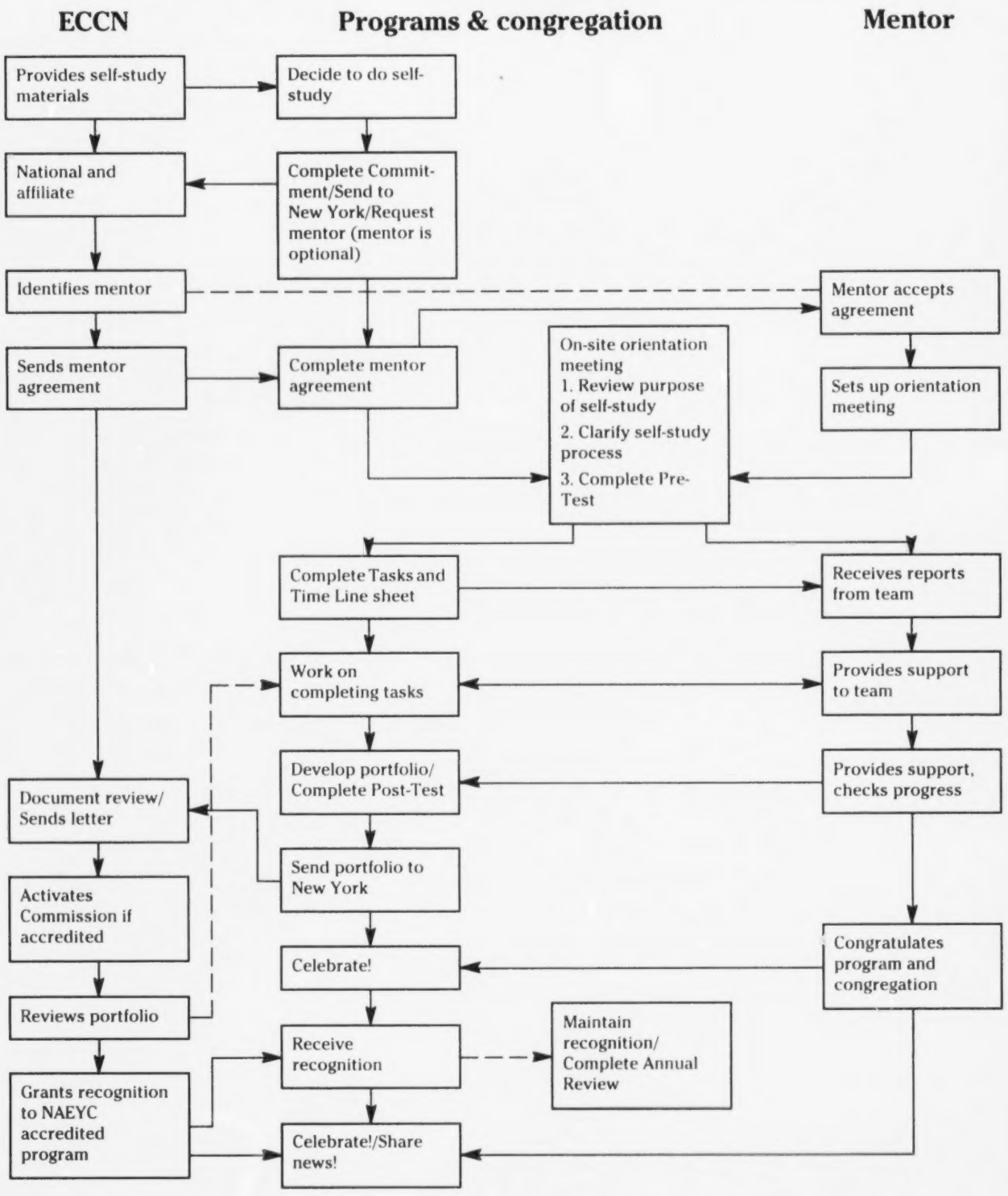
Step 6. The self-study team completes its work by meeting together, working on tasks, gathering or creating documents, and evaluating results.

Step 7. When all tasks are completed and all substantiating documents collected, the self-study team completes and signs the Post-Test (pages 22 to 25).

Step 8. The self-study team gathers the Post-Test, documents, and other relevant materials into a self-study portfolio. The team mails the original portfolio and fees (see pages 5 and 6) to the national ECCN office, keeping a copy for its own files.

Step 9. The self-study team celebrates the completion of the self-study with the child care program and the congregation. A copy of the portfolio is available for review by the congregation and the early childhood community.

Flow Chart of Self-Study Process



Recognition Process

The Ecumenical Child Care Network sponsors a national, voluntary recognition process for early childhood programs and their congregations in conjunction with NAEYC's National Academy of Early Childhood Programs. Recognition is a permanent, nonprofit, and self-supporting program of ECCN.

Document review

All congregations and early childhood programs that have completed the self-study process may submit their portfolio for review by the national ECCN office (see fees on page 6). The congregation and child care program will receive a letter acknowledging and congratulating them for completing the self-study. Early childhood programs that have not received accreditation from NAEYC's National Academy of Early Childhood Programs will have their documents recorded and the portfolio placed on file for 1 year in the national ECCN office until evidence of accreditation is sent. Portfolios of Academy accredited programs will be forwarded to the Commission for review, upon receipt of the Commission review fee.

A portfolio sent for review must contain the following:

—Post-Test with signatures
—all required documents
—fee for document review
—fee for commission review (if applicable)

It is important to retain a copy of the portfolio at the program site.

Commission review

Early childhood programs that are accredited by NAEYC's National Academy of Early Childhood Programs may be considered for recognition by the Ecumenical Child Care Network. The recognition process is similar to that of the Academy's accreditation program except that on-site program validation is not required.

Any program wishing to be recognized by ECCN must first submit a photocopy of its accreditation certificate and a completed self-study portfolio for review by the national ECCN office. One check or money order can be sent for document and Commission review. After the document review has been completed, the portfolio will be sent on to the Commission for review.

An ECCN-appointed Commission, consisting of three persons (including at least one early childhood professional and one religious leader) reviews the portfolio. A program is awarded recognition if its written policies and practices are in substantial compliance with self-study criteria.

The Commission either awards recognition to a program or defers its decision until there is stronger documentation for the program's compliance with the goals and criteria. The deferred program receives a detailed Commission Decision Report examining why recognition was deferred and what the program must do to achieve recognition. This program may be reconsidered for recognition by another Commission.

Recognition is valid for 3 years. In the intervening years recognized programs must complete the Annual Review Report (see pages 32 to 34) and submit it to the national ECCN office. Programs will receive an annual reminder and a copy of the Annual Review Report from ECCN. At the end of 3 years, the congregation and early childhood program must complete the self-study process again in order to renew recognition.

Recognition is null and void if false information is knowingly submitted to ECCN at any time.

Recognition fee structure

The ECCN recognition award is sustained by fees paid by participating programs and volunteers.

No additional fees are paid during the 3-year recognition period. The fees listed below are effective through 1992.

Document Review Fee (required for all)

ECCN members	$25.00
Non-members	$45.00

Commission Review Fee (required for recognition)

ECCN members	$55.00
Non-members	$95.00

Document and Commission Review Fees (combined)

ECCN members	$ 80.00
Non-members	$140.00

Checks or money orders should be made payable to the "Ecumenical Child Care Network."

Mentor Assistance Program

The ECCN Mentor Assistance Program is a volunteer service offered as a benefit to institutional members of the Ecumenical Child Care Network (ECCN) as they undertake the self-study—*Congregations and Child Care.* ECCN mentors receive specialized training to help child care and congregational leaders complete the self-study. Mentors provide technical assistance by telephone or in person to a team as it moves through the self-study process.

Mentors agree to volunteer up to 6 hours, including travel time,

during the first month of the mentor's work. In the following months mentors expect to volunteer no more than 2 to 3 hours per month. Expenses incurred by mentor volunteers (travel, telephone, postage) are paid by the participating congregation/early childhood program directly to the mentor. Any additional consultation time required must be negotiated with the mentor and paid to the national ECCN office.

Although mentors are not required for the completion of the self-study, they do provide advice, encouragement, information, and reassurance to congregations and child care leaders undertaking the self-study. Self-study teams that have received mentor assistance attest to its value and benefits.

Congregations and child care programs that wish to have a mentor assist them through the self-study may send the Request for Mentor Assistance form (page 8) to the national ECCN office. An institutional membership in the Ecumenical Child Care Network may be purchased at the same time a program and congregation request mentor assistance.

Request for Mentor Assistance

A benefit to ECCN Institutional Members

Please complete a copy of this form and return to

ECCN Mentor Assistance Program
NCC Child and Family Justice Office
475 Riverside Drive, Room 572
New York, NY 10115-0050

For more information call 212-870-3342.

Date _____

Name _____

Title _____

Program _____

Religious affiliation _____

Address _____

City _____ State _____ ZIP _____

Office Telephone _____ Home Telephone _____

YES! I would like an ECCN mentor assigned to help us with our self-study—*Congregations and Child Care*.

_____ We are enclosing our ECCN Institutional Membership Dues. (Please send check or money order to the Ecumenical Child Care Network at the above address.)

or

_____ We are an institutional member of the Ecumenical Child Care Network.

_____

Name under which institutional membership is listed

Congregations and Child Care—A Self-Study

Commitment

The undersigned representatives of _____
Church, synagogue, or house of worship

and _____
Name of early childhood program

located at _____
Address City/State/ZIP

agree to cooperate actively in conducting the self-study—***Congregations and Child Care,***

beginning _____, 199__.

Our goal for completion of the self-study is _____, 199__.

Signature _____
Early Childhood Program Director Telephone Date

Signature _____
Pastor/Rabbi/Other Religious Leader Telephone Date

Signature _____
Early Childhood Board Representative Telephone Date

Signature _____
Congregation Board Representative Telephone Date

Please complete a copy of this agreement and return to

Congregations and Child Care Ecumenical Child Care Network
NCC Child and Family Justice Office
475 Riverside Drive, Room 572
New York, NY 10115-0050

Instructions for Pre-Test

What is the purpose?

The criteria for each goal of the self-study identify specific components of high quality relationships between congregations and their early childhood programs. The Pre-Test helps to determine those criteria currently being met and to identify the tasks to be completed in the self-study process. The self-study team completes the Pre-Test.

What is the procedure?

Study each criterion found in bold print on pages 11 to 19. Review the list of documents required that follows each criterion. These documents indicate the components of high quality relationships between congregations and their early childhood program and must be considered in the rating. Put a check mark next to the documents the program and congregation already have. Examples are sometimes provided to help explain the documents required. These specific examples do not have to be present, but something similar should be in place.

How does the rating work?

After indicating each document the program and congregation have, determine the overall rating for the specific criterion. Check off the appropriate box in the right-hand column. Rate each criterion using the following guidelines:

Ratings

Not met	Partially met	Fully met
❑	❑	❑
Little evidence that the program meets this criterion.	**Some evidence** that the program meets this criterion.	**Significant evidence** that the program meets this criterion. All documents [ ] must be present in order for the criterion to be rated **fully met.**

Example:

	Not met	Partially met	Fully met
C-3. Child care leaders work to provide equitable salaries, benefits, and good working conditions for personnel.	❑	☑	❑

Documentation required:
- [✓] Personnel policies
- [✓] Staff handbook
- [ ] Written plan for staff development
- [ ] Procedures for annual performance/salary review

Goals and criteria for a high quality early childhood program housed in or related to a church, synagogue, or other house of worship

A. Ministry/Mission

GOAL

Congregational and child care leaders share a common understanding of the congregation's concept of ministry and the purpose of the child care program.

RATIONALE

High quality child care requires that the congregation understand the concept of ministry that governs its relationship to the early childhood program. This concept of ministry is understood within the larger framework of the congregation's beliefs and mission.

The conviction that all children deserve quality care and education is the framework for the early childhood program. The purpose and philosophy of the program must respect and celebrate cultural, racial, religious, social, economic, and lifestyle differences among families.

Pre-Test rating

CRITERIA

Not met	Partially met	Fully met
❑	❑	❑

A-1. **The congregation and early childhood program have a Mission Statement or Written Agreement that describes the congregation's sense of child care as ministry, the purpose and philosophy of the program, whom the program serves, as well as the congregation's role in helping the program carry out its work. The congregation's concept of ministry and the purpose of the child care program are compatible and harmonious.**

Documents required:

[ ] A Mission Statement or Written Agreement that describes the program's purpose and the congregation's sense of ministry

[ ] Evidence that the Mission Statement or Written Agreement has been adopted by both the child care program and the congregation's governing body

For example:

- minutes of meetings at which Mission Statement or Agreement was approved
- signatures for both governing bodies on Mission Statement or Agreement

See "Writing a Mission Statement for Your Child Care Program" (page 35) for some helpful information.

Pre-Test rating

Not met	Partially met	Fully met
❑	❑	❑

A-2. Congregational and child care leaders develop materials for the congregation, the parents, and the community that demonstrate their concept of ministry and the relationship between the religious body and the program.

Documents required:

[ ] Communication with the whole congregation
[ ] Communication with families participating in the child care program
[ ] Communication with the community at large

For example:

- annual reports from the child care program to the congregation
- letters of welcome from congregational leaders to the child care program families at the beginning of each year
- invitations to the early childhood community for special congregational events appropriate for families with young children
- articles about the child care program written for religious and secular publication

Not met	Partially met	Fully met
❑	❑	❑

A-3. Congregational and child care leaders affirm the diversity of God's family by committing themselves to intentionally creating an anti-bias perspective among all who are of the program's community, and by undoing racism through the creation of a developmentally appropriate, multicultural and multi-ethnic environment and curriculum.

Documents required:

A written plan of action for

[ ] a developmentally appropriate, multicultural and multi-ethnic environment
[ ] a developmentally appropriate, multicultural and multi-ethnic curriculum
[ ] staff training in anti-bias attitudes and approaches
[ ] staff training in undoing racism, sexism, handicappism, ageism, etc.
[ ] affirmation of diversity by congregational leaders
[ ] nondiscriminatory hiring practices

or

[ ] policy of hiring practices where religious affiliation is designated

For example:

- Pictures, art supplies, books, toys, and dolls of various cultures are available for the children to use daily.
- Activities, pictures, stories, books, and dolls regularly include differently abled persons in non-stereotypic gender roles.
- Foods of various cultures are served regularly.
- Parents and visitors are invited to share traditional and contemporary music, stories, dress, and foods of various cultures.
- Staff participate in in-services, special readings, workshops, conferences, and courses that strengthen their abilities to deal with racism, sexism, handicappism, etc.
- Board policies encourage recruitment of staff and children from a variety of racial and ethnic communities, whenever possible.

B. Governance

GOAL

Congregational and child care leaders work together to maintain accountability through a clearly defined decision-making structure.

RATIONALE

To operate effectively and harmoniously, congregational and child care leaders need to understand the polity (the form of government) of the particular religious institution, whom to consult on policy issues, and where ultimate authority for the program rests.

CRITERIA

Pre-Test rating

B-1. The child care program is incorporated under the religious institution's incorporation or is incorporated independently.

Not met	Partially met	Fully met
❑	❑	❑

Documents required:

[ ] Articles of Incorporation (or evidence thereof)

B-2. The congregation and early childhood program have written documents that describe the working relationship between the two.

Not met	Partially met	Fully met
❑	❑	❑

Documents required:

[ ] An agreement or written lease

An organizational flow chart showing

[ ] structure of the child care program

[ ] structure of the congregation's decision-making body

B-3. The role of child care and congregational leadership in setting and implementing policy and in the daily administration of the child care program is clearly established.

Not met	Partially met	Fully met
❑	❑	❑

Documents required:

[ ] Written by-laws

C. Administration

GOAL

The leaders of both the early childhood program and the congregation understand and accept their individual responsibilities to ensure a high quality, developmentally appropriate program.

RATIONALE

Congregational leaders have the responsibility to ensure the quality of the program, its facilities, and its fiscal status. Leaders of the child care program have the responsibility to work with congregational leaders to uphold the congregation's legal, fiscal, and religious status, and to ensure the quality of the program for children and families. They also have responsibility for maintaining applicable licensing standards as well as all legal and financial commitments.

CRITERIA

Pre-Test rating

	Not met	Partially met	Fully met
C-1. Child care leaders work with the congregation to maintain the appropriate legal and ethical status of the program.	❑	❑	❑

Documents required:

[ ] Accident insurance
[ ] Liability insurance
[ ] License(s)
[ ] Health/safety inspections
[ ] Fire inspections
[ ] Payment of employer taxes
[ ] Program operating policies and procedures

	Not met	Partially met	Fully met
C-2. Child care and congregational leaders accept responsibility for providing a safe, secure environment for children.	❑	❑	❑

Documents required:

[ ] Policy indicating controlled entrance into the program
[ ] Sign-in/sign-out procedures for children
[ ] Screening procedures for visitors
[ ] Screening procedures for new staff

For example:

- written permission for release of child
- identification procedures for visitors
- background check of new staff through appropriate investigative bodies

	Not met	Partially met	Fully met
C-3. Child care leaders work to provide equitable salaries, benefits, and good working conditions for personnel.	❑	❑	❑

Documents required:

[ ] Personnel policies
[ ] Staff handbook
[ ] Written plan for staff development
[ ] Procedures for annual performance/salary review

Pre-Test rating

	Not met	Partially met	Fully met
C-4. Child care leaders develop program goals that meet professional standards and respond to the individual child's needs, cultural heritage, and identity.	❑	❑	❑

Documents required:
Evidence of
- [ ] low staff-child ratios
- [ ] developmentally appropriate and anti-bias curriculum
- [ ] written guidance (discipline) policy
- [ ] sound nutritional program
- [ ] adequate space and pleasant physical environment

Guidelines for parents
- [ ] parent handbook
- [ ] opportunities for parent involvement

For example:
- chart indicating staffing pattern
- curriculum goals and objectives
- snack and lunch menus
- photographs of indoor/outdoor space
- parent education opportunities
- parent conferences
- policies encouraging parent visits to the classroom
- parents involved in the decision-making process

	Not met	Partially met	Fully met
C-5. Child care leaders bring to the attention of the congregation current research and trends in early childhood education as well as other issues surrounding the administration of the child care program.	❑	❑	❑

Documents required:
- [ ] Description of methods used

For example:
- distribute articles from newspapers and from professional early childhood journals
- set up a bulletin board to post pertinent information
- submit articles to the congregation's newsletter
- encourage congregational staff and members to participate in community events focused on child care issues
- invite congregational staff and members to attend a parent meeting (include a speaker on a pertinent topic)
- share information on a regular basis from child advocacy organizations
- report on developments in the field, on a periodic basis, at congregational staff meetings, meetings of governing body, annual meeting of congregation

	Not met	Partially met	Fully met
C-6. Congregational and child care leaders plan an annual review of the criteria of the self-study (see Annual Review Report on pages 32 to 34).	❑	❑	❑

Documents required:
- [ ] Plans and schedule for annual review

D. Liaison Between Congregation and Child Care Program

GOAL

Regular communication and coordination supports and sustains the work of the congregation and the early childhood program.

RATIONALE

The congregation and child care program are mutually responsible to create an environment that is receptive to one another's work and the issues that affect that work. To sustain this cooperative relationship, there needs to be open and ongoing communication and systematic program coordination between the two communities.

CRITERIA

Pre-Test rating

D-1. Child care and congregational leaders agree to written arrangements for shared space, equipment, and/or supplies. Specific guidelines and instructions for use, storage, and maintenance are available to all and posted conspicuously to avoid confusion.

Not met	Partially met	Fully met
❑	❑	❑

Documents required:

Written shared-space agreement, procedures, and policy including

- [ ] storage guidelines
- [ ] maintenance/replacement guidelines
- [ ] description of where agreements, procedures, and guidelines are posted

D-2. Child care and congregational programs share resources such as equipment, personnel, and community contacts whenever possible.

Not met	Partially met	Fully met
❑	❑	❑

Documents required:

- [ ] Description of resources shared by child care program
- [ ] Description of resources shared by congregation

For example:

- joint fundraising events
- staff cooperation for special events
- child care space provided at no cost to program
- shared projectors, films, easels, coffee pots, etc.

D-3. When more than one program or organization uses child care space, a committee with representatives of each group interprets, coordinates, and negotiates how the needs of each are met.

Not met	Partially met	Fully met
❑	❑	❑

Documents required:

- [ ] Description of committee or process that interprets, coordinates, and negotiates needs (may be included in shared-space agreement or by-laws)

Pre-Test rating

	Not met	Partially met	Fully met
D-4. Staffs of the child care program and the congregation exchange information about their respective programs and activities.	❑	❑	❑

Documents required:

Evidence of regular orientation about the child care program and the congregation and the relationships that involve both organizations

[ ] for child care staff

[ ] for congregation staff

For example:

- brochures from the two communities shared with one another
- orientation of new staff includes tour of early childhood program or house of worship

	Not met	Partially met	Fully met
D-5. A designated congregational representative sits on the child care governing board or advisory committee.	❑	❑	❑

Documents required:

[ ] Statement of compliance (may be in by-laws or organizational flow chart)

or

[ ] Description of advisory committee membership

E. Finance

GOAL

The congregation understands the issues surrounding the program's ability to provide affordable, quality child care for all children, and the child care leaders understand the congregation's overall ministry and the resources it has committed to achieving its goals.

RATIONALE

The budget of the child care program reflects its policies and priorities. A high quality program for children requires the commitment of both congregation and early childhood staff to sound and ethical financial budgeting, fundraising, and management. This cooperation supports maximum choice for families and the well-being of program personnel.

Pre-Test rating

CRITERIA

	Not met	Partially met	Fully met
E-1. Child care leaders prepare an annual budget that reflects sound and ethical fiscal management.	❑	❑	❑

Documents required:

[ ] Budget

[ ] Procedure for developing and approving annual budget

	Not met	Partially met	Fully met
E-2. The annual budget reflects the program's policies and priorities, showing a clear connection with the Mission Statement or Written Agreement.	❑	❑	❑

Documents required:

A written description of how the budget encompasses the following items:

[ ] low teacher-to-child ratios

[ ] salaries and benefits for teachers that meet or exceed salaries of comparable professionals in the community

[ ] financial support (scholarships or sliding scale for families who cannot afford the full cost of care)

[ ] adequate funds for materials and supplies for a developmentally appropriate curriculum that is inclusive of all cultures and meets individual needs of children

Pre-Test rating

	Not met	Partially met	Fully met
E-3. Appropriate congregational representatives meet at least annually with the child care director and board members to review the financial status of the program.	❑	❑	❑

Documents required:

[ ] Meeting agenda

or

[ ] Minutes of the meeting

For example:

- impact of teacher-to-child ratios on quality
- relationship between staff salaries and benefits and quality
- quality, safety, and durability of equipment
- adequate insurance coverage
- appropriate fee policies
- inclusion of children from a variety of racial and cultural groups
- sensitivity to economic and social realities of families served by program as well as those in wider community

	Not met	Partially met	Fully met
E-4. Child care and congregational leaders work together to meet the child care program's need for financial aid for scholarships, emergency tuition, special equipment, or other emerging financial situations.	❑	❑	❑

Documents required:

[ ] Minutes of meeting

or

[ ] Minutes of congregational council/board meeting

or

[ ] Articles in child care and congregational newsletters

	Not met	Partially met	Fully met
E-5. Congregational leaders educate child care leaders concerning their overall ministry and the resources they have committed to those goals.	❑	❑	❑

Documents required:

[ ] Budget of the congregation

Tasks and Time Line Work Sheet

The self-study team uses this work sheet to develop a plan for the completion of *Congregations and Child Care.*

Tasks	Person(s) responsible	Date completed
1. Review self-study process, procedures, and criteria. (Also review NAEYC's *Accreditation Criteria & Procedures of the National Academy of Early Childhood Programs.* See Resources on pages 26 to 28.)	Director, pastor/rabbi/other religious leader and/or congregational and child care leaders	_____
2. Become familiar with policies, polity (form of governance), and decision-making structures of the religious body.	Director, early childhood board representatives	_____
3. Meet with early childhood and congregational leaders to review self-study materials.	Self-study team leader	_____
4. Agree to participate in the self-study.		_____
5. Send Commitment form to national ECCN office.	Director or early childhood board representative	_____
6. Select a self-study team (see Step 2 on page 3).		_____
7. Request mentor (optional).	Self-study team leader or director	_____
8. Hold orientation meeting a. review purpose of self-study mentor b. clarify self-study process c. study criteria and complete Pre-Test.	Self-study team and mentor	_____
9. Develop a plan of action related to **A. Ministry/Mission** Tasks needed to meet criteria A.		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
10. Develop a plan of action related to **B. Governance** Tasks needed to meet criteria B.		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Tasks	Person(s) responsible	Date completed
11. Develop a plan of action related to **C. Administration**		
Tasks needed to meet criteria C.		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
12. Develop a plan of action related to **D. Liaison Between Congregation and Child Care Program**		
Tasks needed to meet criteria D.		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
13. Develop a plan of action related to **E. Finance**		
Tasks needed to meet criteria E.		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
14. Gather all documents required by the self-study.	_____	_____
15. Meet with child care and congregational leaders to complete Post-Test.	Self-study team	_____
16. Place all materials in a portfolio.	_____	_____
17. Send portfolio and appropriate fees to national ECCN office.	_____	_____
18. Publicize and celebrate results of self-study.	Everyone	_____
19. Complete Annual Review Report yearly to maintain recognition.	Person from congregation **and** Person from child care program	_____ _____

Post-Test

The Post-Test is a crucial component of the self-study portfolio. It indicates those criteria the early childhood program and congregation meet as they complete the self-study. It may be completed by any member(s) of the self-study team, but it must be signed by the persons listed at the end of the Post-Test.

Those programs and congregations found to be in substantial compliance with the goals and criteria of the self-study receive recognition awards.

Instructions: Repeat the process used in the Pre-Test to complete the Post-Test. Check off the appropriate box in the right-hand column for each criterion listed below. Review the explanation of the ratings found in the Instructions for the Pre-Test on page 10. Explain each rating in the Comments column if

- the criterion is not met: state why
- the criterion is partially met: state what else needs to be done
- the criterion is met in a different way: state how and why

CRITERIA	Post-Test rating			Comments
A. Ministry/Mission				
	Not met	**Partially met**	**Fully met**	
A-1. The congregation and early childhood program have a Mission Statement or Written Agreement that describes the congregation's sense of child care as ministry, the purpose and philosophy of the program, whom the program serves, as well as the congregation's role in helping the program carry out its work. The congregation's concept of ministry and the purpose of the child care program are compatible and harmonious.	❑	❑	❑	_____
	Not met	**Partially met**	**Fully met**	
A-2. Congregational and child care leaders develop materials for the congregation, the parents, and the community that demonstrate their concept of ministry and the relationship between the religious body and the program.	❑	❑	❑	_____

CRITERIA	Post-Test rating			Comments
	Not met	Partially met	Fully met	
A-3. Congregational and child care leaders affirm the diversity of God's family by committing themselves to intentionally creating an anti-bias perspective among all who are of the program's community, and by undoing racism through the creation of a developmentally appropriate, multicultural and multi-ethnic environment and curriculum.	❑	❑	❑	
B. Governance				
	Not met	Partially met	Fully met	
B-1. The child care program is incorporated under the religious institution's incorporation or is incorporated independently.	❑	❑	❑	
	Not met	Partially met	Fully met	
B-2. The congregation and early childhood program have written documents that describe the working relationship between the two.	❑	❑	❑	
	Not met	Partially met	Fully met	
B-3. The role of child care and congregational leadership in setting and implementing policy and in the daily administration of the child care program is clearly established.	❑	❑	❑	
C. Administration				
	Not met	Partially met	Fully met	
C-1. Child care leaders work with the congregation to maintain the appropriate legal and ethical status of the program.	❑	❑	❑	
	Not met	Partially met	Fully met	
C-2. Child care and congregational leaders accept responsibility for providing a safe, secure environment for children.	❑	❑	❑	
	Not met	Partially met	Fully met	
C-3. Child care leaders work to provide equitable salaries, benefits, and good working conditions for personnel.	❑	❑	❑	

CRITERIA	Post-Test rating			Comments
	Not met	Partially met	Fully met	
C-4. Child care leaders develop program goals that meet professional standards and respond to the individual child's needs, cultural heritage, and identity.	❑	❑	❑	
	Not met	Partially met	Fully met	
C-5. Child care leaders bring to the attention of the congregation current research and trends in early childhood education as well as other issues surrounding the administration of the child care program.	❑	❑	❑	
	Not met	Partially met	Fully met	
C-6. Congregational and child care leaders plan an annual review of the criteria of the self-study (see Annual Review Report on pages 32 to 34).	❑	❑	❑	
D. Liaison Between Congregation and Child Care Program				
	Not met	Partially met	Fully met	
D-1. Child care and congregational leaders agree to written arrangements for shared space, equipment, and/or supplies. Specific guidelines and instructions for use, storage, and maintenance are available to all and posted conspicuously to avoid confusion.	❑	❑	❑	
	Not met	Partially met	Fully met	
D-2. Child care and congregational programs share resources such as equipment, personnel, and community contacts whenever possible.	❑	❑	❑	
	Not met	Partially met	Fully met	
D-3. When more than one program or organization uses child care space, a committee with representatives of each group interprets, coordinates, and negotiates how the needs of each are met.	❑	❑	❑	
	Not met	Partially met	Fully met	
D-4. Staffs of the child care program and the congregation exchange information about their respective programs and activities.	❑	❑	❑	

CRITERIA	Post-Test rating			Comments
	Not met	Partially met	Fully met	
D-5. A designated congregational representative sits on the child care governing board or advisory committee.	❑	❑	❑	
E. Finance				
	Not met	Partially met	Fully met	
E-1. Child care leaders prepare an annual budget that reflects sound and ethical fiscal management.	❑	❑	❑	
	Not met	Partially met	Fully met	
E-2. The annual budget reflects the program's policies and priorities, showing a clear connection with the Mission Statement or Written Agreement.	❑	❑	❑	
	Not met	Partially met	Fully met	
E-3. Appropriate congregational representatives meet at least annually with the child care director and board members to review the financial status of the program.	❑	❑	❑	
	Not met	Partially met	Fully met	
E-4. Child care and congregational leaders work together to meet the child care program's need for financial aid for scholarships, emergency tuition, special equipment, or other emerging financial situations.	❑	❑	❑	
	Not met	Partially met	Fully met	
E-5. Congregational leaders educate child care leaders concerning their overall ministry and the resources they have commited to those goals.	❑	❑	❑	

Name of program _____

Address _____

Telephone _____ Date _____

Director of program _____

Pastor/rabbi/other religious leader _____

Congregational board representative _____

Early childhood board representative _____

Resources

This is a partial list of resources that may be helpful to early childhood programs engaged in the self-study process. Many of the resources focus on specific criteria (listed at the end of each reference).

Ecumenical Child Care Network (ECCN)

National Council of Churches Child and Family Justice Office
475 Riverside Drive, Room 572
New York, NY 10115-0050
212-870-3342

Publications and resources

Ecumenical Child Care Network. (1984). *Policy statement on child day care. Adopted by the National Council of Churches.* (criteria A)

Ecumenical Child Care Network. (1985). *A place for growing: Child care in the church.* (30-minute video, available for rental). (criteria A and C)

Ecumenical Child Care Network. (1987). *Helping churches mind the children.* (rev. ed.). (all criteria)

Ecumenical Child Care Network. (1988). *In the eye of the storm: Liability and church child care.* National Council of Churches Child Advocacy Resources. (criteria B, C, and D)

Ecumenical Child Care Network. (1988). *More than 50 nifty ideas for improving church-child care program relationships.* (all criteria)

Ecumenical Child Care Network. (1990). *Caring for ourselves: Wages and benefits in child care.* National Council of Churches Child Advocacy Resources. (criteria C and E)

Ecumenical Child Care Newsletter (a bi-monthly membership benefit)

Congregations and child care: Annual Review Report (bulk rate available)

Congregations and child care: Criteria and Pre-Test (bulk rate available)

Congregations and child care: Post-Test (bulk rate available)

National Association for the Education of Young Children (NAEYC)

1834 Connecticut Avenue, N.W.
Washington, DC 20009
202-232-8777 800-424-2460 FAX 202-328-1846

Publications and resources

Bredekamp, S. (ed.). (1987). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8.* Washington, DC: National Association for the Education of Young Children. (NAEYC #224). (all criteria)

Derman-Sparks, L., & the A.B.C. Task Force. (1989). *Anti-bias curriculum: Tools for empowering young children.* Washington, DC: National Association for the Education of Young Children. (NAEYC #242). (criteria A)

Derman-Sparks, L., Gutiérrez, M., & Phillips, C.B. (1989). *Teaching young children to resist bias: What parents can do.* (NAEYC brochure #565). (criteria A)

Eiselen, S.S. (1992). *The human side of child care administration.* Washington, DC: National Association for the Education of Young Children. (NAEYC #702). (criteria C)

Godwin, A., & Schrag, L. (1988). *Setting up for infant care: Guidelines for centers and family day care homes.* Washington, DC: National Association for the Education of Young Children. (NAEYC #228). (criteria A and C)

Goffin, S.G., & Lombardi, J. (1988). *Speaking out: Early childhood advocacy.* Washington, DC: National Association for the Education of Young Children. (NAEYC #270). (criteria C and E)

National Academy of Early Childhood Programs. *The Academy Update.* (a newsletter for early childhood professionals, validators, and commissioners involved in the accreditation process). (basic resource)

National Academy of Early Childhood Programs. (1991). *Accreditation Criteria & procedures of the National Academy of Early Childhood Programs.* (rev. ed.). Washington, DC: National Association for the Education of Young Children. (NAEYC #920). (basic resource)

National Academy of Early Childhood Programs. *Early childhood programs: A commitment to excellence.* Washington, DC: National Association for the Education of Young Children. (NAEYC brochure #538) (all criteria)

National Academy of Early Childhood Programs. (1991). *Guide to accreditation.* (rev. ed.). Washington, DC: National Association for the Education of Young Children. (NAEYC #916). (basic resource)

National Academy of Early Childhood Programs. *How to obtain financial assistance.* (a fund-raising packet for early childhood programs). Washington, DC: National Association for the Education of Young Children. (criteria E)

National Association for the Education of Young Children. *Doing a self-study: Why and how?* (NAEYC video #853). (basic resource)

National Association for the Education of Young Children. *Using the Early Childhood Classroom Observation.* (NAEYC video #850). (basic resource)

Riley, S.S. (1984). *How to generate values in young children: Integrity, honesty, individuality, self-confidence, and wisdom.* Washington, DC: National Association for the Education of Young Children. (NAEYC #202). (criteria A)

Whitebook, M., Howes, C., & Phillips, D. (1989). *Who cares? Child care teachers and the quality of care in America: Executive summary.* (NAEYC #760). (criteria A, C, and E)

Willer, B. (1989). *Quality, compensation, and affordability: An action kit.* Washington, DC: National Association for the Education of Young Children. (NAEYC #736). (criteria A, C, and E)

Willer, B. (1990). *Reaching the full cost of quality in early childhood programs.* Washington, DC: National Association for the Education of Young Children. (NAEYC #137). (criteria A, C, and E)

Red Leaf Press (formerly Toys' n Things press)
450 N. Syndicate, Suite 5
St. Paul, MN 55104
800-423-8309

Publications and resources

Derman-Sparks, L., & the A.B.C. Task Force. *Anti-bias curriculum.* (30-minute, color video produced by Pacific Oaks College). (criteria A)

Early Childhood Directors Association. (1990). *Policies & procedures for early childhood directors.* St. Paul, MN: Red Leaf Press. (criteria C, D, and E)

Larche, D. (1985). *Father Gander nursery rhymes.* St. Paul, MN: Red Leaf Press. (criteria A)

McNeill, E., Schmidt, V., & Allen, J. (1981). *Cultural awareness for young children.* St. Paul, MN: Red Leaf Press. (criteria A)

Morgan, G. (1989). *Managing the day care dollars.* St. Paul, MN: Red Leaf Press. (criteria E)

Neugebauer, B. (ed.). (1987). *Alike and different: Exploring our humanity with young children.* St. Paul, MN: Red Leaf Press. (criteria A)

Sciarra, D.J., & Dorsey, A.G. *Developing and administering a child care center.* St. Paul, MN: Red Leaf Press. (all criteria)

Southern Regional Education Board. (1981). *Day care personnel management.* St. Paul, MN: Red Leaf Press. (criteria C)

York, S. (1991). *Roots & wings: Affirming culture in early childhood programs.* St. Paul, MN: Red Leaf Press. (criteria A)

Children's Defense Fund
122 C Street, N.W.
Washington, DC 20001
202-628-8787

Publications and resources

Guy, K.A. (1991). *Welcome the child: A child advocacy guide for churches.* Washington, DC: Children's Defense Fund. (criteria A and C)

Other resources

Claudia's Caravan—Multicultural/Multilingual Materials—1991–1992. P.O. Box 1582, Alameda, CA. 415-521-7871. (criteria A and C)

Kendall, F.E. (1983). *Diversity in the classroom: A multicultural approach to the education of young children.* Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027. (criteria A)

Developing a mission statement. Office for Church Life and Leadership, Church Leadership Resources, P.O. Box 179, St. Louis, MO 63166. (criteria A and D)

Other helpful organizations

Child Welfare League of America, Inc.
440 First Street, N.W.
Washington, DC 20001-2085
202-638-2952

Council on Interracial Books for Children
1841 Broadway
New York, NY 10023
212-757-5339

National Black Child Development Institute, Inc.
1023 15th Street, N.W.
Suite 600
Washington, DC 20005
202-387-1281

National Center for Clinical Infant Programs
2000 14th Street, N.
Suite 380
Arlington, VA 22201-2500

National Center for Nonprofit Boards
1225 19th Street, N.W.
Suite 340
Washington, DC 20036
202-452-6262

Appendix

- **Glossary**
- **Annual Review Report**
- **Writing a Mission Statement for Your Child Care Program**

Glossary

Academy—National Academy of Early Childhood Programs, a division of the National Association for the Education of Young Children (NAEYC), that administers the accreditation system.

Accreditation—Process involving self-study, implementation of improvements, and on-site validation that identifies programs that substantially comply with the Criteria of the National Academy of Early Childhood Programs.

Child care director—Person responsible for on-site, day-to-day operation and management of the early childhood program; member of the team of child care leaders.

Child care leaders—Designated members of the board of the child care program and the director, who represent the child care program to the congregation.

Child care program—Any full-/part-time weekday program for children. Used interchangeably with *early childhood program* because education and care happen in different kinds of programs.

Commission—A team of three persons, including at least one early childhood professional and one religious leader, that recommends ECCN Recognition awards.

Congregation-housed child care program—Any weekday program for children housed in a church, synagogue, or other house of worship. May be incorporated independently or may be included in the articles of incorporation of the religious institution.

Congregation-related child care program—Any weekday program for children in which the governing body of the congregation has final authority over the child care program. May occupy space within the house of worship or operate at a different location.

Congregational board—Designated members of the governing body (may be a council, session, consistory, etc.) of the congregation and clergy or rabbis, who represent the congregation to the child care program. *Congregational board* is used interchangeably with *congregational leaders*.

Criteria—Standards by which the achievement of self-study goals are evaluated.

Early childhood board representative—Designated member of the child care program's governing or advisory board. Used interchangeably with *child care leaders*.

Early childhood program—A program that serves young children. Used interchangeably with *child care program.*

Equitable salaries—Salaries for child care staff that meet or exceed those of comparable professionals in the community.

Mentor—An early childhood professional who is trained to provide encouragement, information, and reassurance to congregations and child care programs throughout the self-study process.

Mentor Assistance Program—A volunteer service offered as a benefit to institutional members of the Ecumenical Child Care Network (ECCN) as they undertake the self-study.

Polity—The form of government of a religious body.

Post-Test—A checklist to indicate compliance with self-study goals and criteria.

Pre-Test—A checklist to determine those criteria currently being met and to identify tasks to be completed during the self-study process.

Rating—The degree to which a congregation and early childhood program comply with the criteria of *Congregations and Child Care.* See page 10 for more detailed information.

Recognition—An award given by ECCN indicating significant compliance with the goals and criteria of the self-study that demonstrate a quality relationship between a congregation and a child care program.

Self-study team—Congregational and child care leaders designated to guide the self-study process.

Annual Review Report

Child care and congregational leaders review the following documents on an annual basis to ensure continued quality of the program and in the relationship between the congregation and the early childhood program. Programs and congregations complete an Annual Review Report of all required documents and submit it to the national ECCN office. Programs will receive a reminder and a copy of the required form from ECCN.

CRITERIA A	**Date reviewed**	**By whom**
A-1. _____ Mission Statement or Written Agreement that describes the program's purpose and the congregation's sense of ministry		
_____ Evidence that the Mission Statement or Written Agreement has been adopted by both the child care program and the congregation's governing body		
A-2. Materials developed by the congregation and early childhood program demonstrating their sense of ministry to		
_____ the whole congregation		
_____ the families participating in the child care program		
_____ the community at large		
A-3. Written plan of action for		
_____ a developmentally appropriate, multicultural and multi-ethnic environment		
_____ a developmentally appropriate, multicultural and multi-ethnic curriculum		
_____ staff training in anti-bias attitudes and approaches		
_____ staff training in undoing racism, sexism, handicappism, ageism, etc.		
_____ affirmation of diversity by congregational leaders		
_____ non-discriminatory hiring practices		
or		
_____ policy of hiring practices where religious affiliation is designated		
CRITERIA B		
B-1. _____ Articles of Incorporation (or evidence thereof)		
B-2. _____ Written agreement or lease		
An organizational flow chart showing		
_____ structure of the child care program		
_____ structure of the congregation's decision-making body		
B-3. _____ Written by-laws		

CRITERIA C **Date reviewed** **By whom**

C-1.
_____ Accident insurance
_____ Liability insurance
_____ License(s)
_____ Health/safety inspections
_____ Fire inspections
_____ Payment of employer taxes
_____ Program operating policies and procedures

C-2.
_____ Policy indicating controlled entrance to program
_____ Sign-in/sign-out procedures for children
_____ Screening procedures for visitors
_____ Screening procedures for new staff

C-3.
_____ Personnel policies
_____ Staff handbook
_____ Written plan for staff development
_____ Procedures for annual performance/salary review

C-4.
_____ Evidence of low staff-child ratios
_____ Evidence of a developmentally appropriate and anti-bias curriculum
_____ Written guidance (discipline) policy
_____ Evidence of a sound nutritional program
_____ Evidence of adequate space and pleasant physical environment

Guidelines for parents
_____ parent handbook
_____ evidence of opportunity for parent involvement

C-5. _____ Description of methods used in bringing current research and trends in early childhood education to the attention of the congregation

C-6. _____ Plans and schedule for annual review

CRITERIA D

D-1. Written shared space agreement, procedures, and policy including
_____ storage guidelines
_____ maintenance/replacement guidelines
_____ description of where agreements, procedures, and guidelines are posted

D-2.
_____ Description of resources shared by child care program
_____ Description of resources shared by congregation

D-3. _____ Description of committee or process that interprets, coordinates, and negotiates needs

		Date reviewed	By whom
D-4.	Evidence of regular orientation about the child care program and the congregation and the relationships that involve both organizations		
	_____ for child care staff		
	_____ for congregation staff		
D-5.	_____ Statement of compliance (may be in by-laws or organizational flow chart)		
	or		
	_____ Description of advisory committee membership		

CRITERIA E

E-1.	_____ Budget		
	_____ Procedure for developing and approving annual budget		
E-2.	Evidence that budget includes		
	_____ low teacher-to-child ratios		
	_____ salaries and benefits for teachers that meet or exceed salaries of comparable professionals in the community		
	_____ financial support (scholarship or sliding fees) for families who cannot afford the full cost of care		
	_____ adequate funds for materials and supplies for a developmentally appropriate curriculum that is inclusive of all cultures and meets individual needs of children		
E-3.	_____ Meeting agenda **or** minutes of the meeting to review financial status of program		
E-4.	_____ Meeting minutes and/or articles in child care and congregational newsletters that demonstrate cooperative work on financial concerns		
E-5.	_____ Budget of congregation/religious body		
	and/or		
	_____ Evidence of communication about resources		

Representative of congregation _____

Representative of early childhood program _____

Name of program _____

Address _____

Telephone _____ Date _____

Please complete a copy of this Annual Review Report and return to

Congregations and Child Care Ecumenical Child Care Network
NCC Child and Family Justice Office
475 Riverside Drive, Room 572
New York, NY 10115-0050

Writing a Mission Statement for Your Child Care Program

Relationships between congregations and their early childhood programs vary greatly. Therefore, a Mission Statement written for a child care program must reflect the unique relationship it has with a congregation:

- When a congregation participates in the governance of a program, that close link is documented in a Mission Statement, written by leaders of both the congregation and the program, to reflect their common purpose and commitments.
- When a congregation provides space for an independent early childhood program through a lease arrangement, a Mission Statement is written by congregational leaders to express their purpose in housing the program.

A congregation's commitment to a relationship with a child care program grows out of its theology and its understanding of ministry. The Mission Statement of the early childhood program must reflect a compatibility between the congregation's sense of ministry and the purpose of the program.

The Mission Statement for a congregation-related child care program will express the purpose of the early childhood program by linking the following elements:

1. **Why** the congregation has chosen an early childhood ministry.

A congregation may choose from among several concepts of child care ministry, including ministry that is

pastoral—to provide a community of support to parents and to assist them as they help their children develop as healthy, thoughtful, responsible, spiritual individuals

community service—to serve the community surrounding the religious institution and/or families whose work place is nearby

social justice—to serve families with limited incomes or special needs

stewardship—to use facilities that may go unused during the week

evangelical—to reach families with young children for purposes of conversion and membership

religious education—to emphasize the spiritual development of children

2. **What** results are expected of the child care program. It describes goals for the program in ways that reflect mutually held beliefs and standards of care and education.

3. **Who** will be served. It describes its target population by age, background, needs, etc.

4. **How** the early childhood program will be managed. It clarifies both the operation of the program and its legal status.

The Mission Statement is achievable only if the congregation believes it and works to make it a reality. It is important that the Mission Statement be officially adopted by the governing bodies of the congregation and the child care program. It is also important that it be reviewed annually to determine whether the MissionStatement is still relevant.

naeyc

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